

Annual Academy Profile for parents and carers 2016 - 2017

Academy name	Roundthorn Primary
Address	Roundthorn Road, Roundthorn, Oldham OL45LN
Telephone	0161 770 8600
Email address	Roundthorn@focus-trust.co.uk
Website	www.roundthornprimaryacademy.co.uk
Principal	Lisa Needham
Chair of Governors	Finney Swift
Number of pupils % capacity	102%

What the Focus-Trust have to say about our Academy

Representatives from the Focus-Trust have evaluated the work and effectiveness of Roundthorn Primary Academy since September 2013. The Focus-Trust evaluates that Roundthorn Primary Academy provides a good and improving standard of education for all pupils. The leaders of the academy, including governors, are strong and demonstrate an unrelenting drive to consistently improve outcomes for all pupils. Pupils make good progress due to consistently good teaching, assessment and an inspiring broad and balanced curriculum. Pupils' personal development, behaviour and welfare is outstanding and pupils state they feel safe. The Focus Trust endorses the self-evaluation and will continue to work with the academy in the next academic year (July 2017).

Our key successes this year

- Exceptionally good Key Stage 2 outcomes in Mathematics and Grammar, Punctuation and Spelling where the school was above national standards and broadly in line in Reading and Writing.
- Greatly improved outcomes for our Year 1 children in their phonics screening and an improvement of 10% on last years Good Level of Development for Reception children
- Getting teachers to focus on what really makes a difference to your children's learning. We have done this by developing an exciting child centred curriculum that ensures your children have the skills relevant for the 21st century and by improving our feedback and assessment strategies.
- Effective use of new and existing targeted interventions in particular those linked to speech, language and communication development ensuring that all children made better than sufficient progress
- Development of the provision for some of our most vulnerable children through our new Sensory Room and by providing outstanding provision for our Looked After Children
- The impact of leadership development at all levels (bespoke aspirant leaders, NQT, student development, coaching including use of IRIS and pupil leadership)

Progress on our priorities for the past year

Target	How did we do?
To further develop reading comprehension	Outcomes show that the focus on development of comprehension skills is impacting on attainment and progress across the school. The focus on reading accuracy through early intervention is enabling children to focus more on meaning in their reading. A greater % of children have reached ARE in reading at the end of Key Stage 2 based on last year (60% to 68%)– 65 % of the current Year 6 have had a reading intervention at some point in their learning journey. There has been an improvement in the % of children passing the phonics screening
To improve the writing process to impact on outcomes	Writing will always be a high priority at Roundthorn due to the fact that children arrive in school with very low levels of spoken language. The emphasis now on the development of language, communication and grammar through ELKLAN principles is beginning to impact on attainment alongside the use of quality first texts as models for writing and the use of pre learning tasks to aid planning. In all classes a greater % of children are working at age related expectations compared to the previous year, showing an acceleration in progress. We are now broadly in line with national at the end of Key Stage 2
To develop assessment AS learning	Evidence in books and pupil voice shows that feedback in this form is impacting on progress and outcomes across the academy. Feedback from staff shows that this has had an impact on their work time resulting in improvements in teaching and learning especially in relation to a more exciting and innovative curriculum.
To further develop and evaluate the impact of coaching	Evaluation by an external consultant showed that the coaching model has led to a more collective responsibility with staff having a much clearer understanding of how they can contribute to realising the vision of the academy. It empowers staff, through discussion, to make the changes they identify as being important rather than having improvements imposed on them through an 'observation and feedback approach'. Monitoring shows that 95% of teaching is at least good with 65% outstanding.

To apply a Growth Mind set culture across the academy	In discussion with children they said that Mindfulness training helped them with the pressures of SAT's and their Mosque exams. The Heart Start programme is well established in school and the children are now training others to have this essential life skill. The Pledge and the Well Educated child has enabled staff to think and plan differently
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Academy Key Performance Indicators as agreed with Focus-Trust

KPI	01.09.2015 to 08.07.2016	RAG	Notes
Attendance %	96.4%		Above national
Punctuality	Good for most children. There are some families who have consistently poor punctuality resulting in missed learning opportunities		

What parents/carers told us and what we did about it

- Welcoming, caring, supportive and helpful school where the staff are dedicated to their work – like a family and their children are safe.
- Learning and teaching is good and they are pleased with the work of the academy. They feel their children are happy and they are doing well
- The school focuses on character building as well as academic achievement and they deliver a curriculum that extends beyond the school day
- Parents feel involved in their children's learning
- School is well organised and communication is good

We intend next year to

- Increase parent classes and parent meetings
- Increase the challenge for higher starters
- Review our home learning

What pupils told us and what we did about it

- They didn't all have access to the internet for their home learning so we provided Internet usage before and after school facilitated by Mr. Smith
- They wanted more children to have access to the Heart Start and Change for Life programs. All children are now trained in Key Stage 2 and are now training the Key Stage 1 children.
- They wanted more variety of activities during breakfast club and school sports. There is now an art club and reading run by the art leaders in the mornings and Mr Hatton has delivered a greater range of sporting activities.
- Increase of adults engaged in mindfulness activities
- To Change the offer for breakfast club food and to have the facility to pre-order a lunch from the menu. We are now trying to implement this with the School Cook
- The children wanted to know about the different roles people had and about the role of Governors so we facilitated a Children's Commissioners Takeover Day and the Academy Ambassadors presented their work at a Governor's meeting

Our priorities for next year

Target	How will we will do this?
To further apply the ELKLAN principles to have an even greater impact on the communication, reading and writing skills of our children and to establish ourselves with Communication Friendly Status	The academy will be audited and then achieve Communication Friendly Status. All staff will be using the ELKLAN principles when working with the children – speaking to children correctly, giving them visual prompts and modeling and extending vocabulary.
To improve our assessment practices beyond reading, writing and mathematics	Research effective ways of assessing children in other curriculum subjects. Train staff in how to assess the children in a manageable, meaningful and motivating way.
To develop our children's critical thinking through the foundation and arts subjects	Provide opportunities for children to think more deeply, to problem solve, and explore different possibilities. Give the children access to a wider range of new cultural experiences.
To enhance the health and wellbeing of all our children and staff	We will work closely with outside agencies e.g. MIND, play therapists to develop our provision for children. We will extend our sports provision inside and outside of the school day. We are working with consultants to help staff improve their health and wellbeing so they have an even greater impact on children's learning.

Ofsted inspection

All schools and academies in England are inspected by Ofsted.
The report from all inspection can be found at www.ofsted.gov.uk